Vol. 119 FEBRUARY 3, 1936 No. 3

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Some Things I Wish My Teachers Wouldn't Do

IRL H. DULEBOHN

I Have Faith in Massachusetts

E. W. BUTTERFIELD

We Shift to New Report Cards

L. J. HAUSER

A Revised "Seven Ages"

WILLIAM A. McKEEVER

Portland, Maine

By WILLIAM B. JACK, Superintendent

SEVENTH IN THE SERIES OF "REPRESENTATIVE SCHOOL SYSTEMS"

Other Articles and Features Including

The News Digest OF EDUCATION

TWENTY CENTS $3 A YEAR

PUBLISHED AT BOSTON MASSACHUSETTS SINCE 1875

JOURNAL OF EDUCATION

An Important New Book

PRINCIPLES AND TECHNIQUES OF CURRICULUM MAKING

By

EDGAR M. DRAPER, PH. D.

ASSOCIATE PROFESSOR OF EDUCATION
UNIVERSITY OF WASHINGTON

A thoroughly practical approach to the problems of curriculum construction. It is not a book of theory and philosophy alone, but one that also goes definitely into the problem of doing the job in the classroom. It presents a full treatment and discussion of every phase of the work. Its illustrative material includes extensive samplings of the best courses of study in this country.
Octavo, 800 pages.

D. APPLETON-CENTURY CO.
New York Chicago

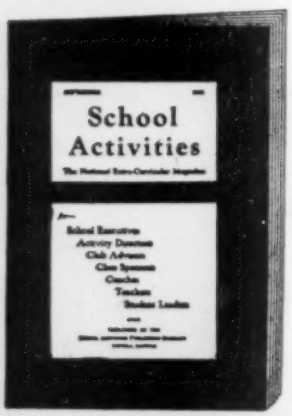
Modern-School Mathematics

SCHORLING - CLARK - SMITH

This new series is being enthusiastically received by school people everywhere. Teachers using it like the way it makes mathematics meaningful. They find that its skillful developments of new concepts insure understanding and that its emphasis on the realistic phases of modern pupil life engages pupil interest.

Send for information

WORLD BOOK COMPANY
Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago
14 Beacon Street, Boston



SCHOOL ACTIVITIES MAGAZINE

DR. HARRY C. MCKOWN
Editor

Is the only educational journal in the activity field. It renders service to schools through authoritative, interesting, and helpful material on:

Clubs	Administration and Supervision
Debate	Trips and Excursions
Athletics	Financing Activities
Guidance	School Citizenship
Dramatics	Program Material
School Spirit	Commencement
Home Rooms	Point Systems
Honor Societies	Publications
Literary Societies	Assemblies
Student Government	Parties
Supplementary Organizations	Music
	Plays

SUBSCRIPTION PRICE
$2.00
THE SCHOOL ACTIVITIES MAGAZINE
Topeka, Kansas

TWO BOOKS
By A. E. WINSHIP

DANGER SIGNALS FOR TEACHERS
PRICE, $1.25

HEREDITY—A Study of the Jukes and Edwards Families
PRICE, $1.00

BOTH WINSHIP BOOKS FOR $2.00

FROM THE OLD TO THE NEW EDUCATION
By W. A. BALDWIN Price $1.25

New England Publishing Co.
Six Park Street BOSTON

The JOURNAL of EDUCATION

Twice a Month for Better Schools

ESTABLISHED 1875

ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*

Contributing Editors:

GARRY CLEVELAND MYERS — DANIEL P. EGINTON

THOMAS C. BARHAM, JR.

Advisory Editors:

A. R. BRUBACHER, President, N. Y. State College for Teachers, Albany
E. W. BUTTERFIELD, Connecticut Commissioner of Education
HAROLD G. CAMPBELL, Superintendent of Schools, New York City
PATRICK T. CAMPBELL, Superintendent of Schools, Boston
FRANK CODY, Superintendent of Schools, Detroit
ARTHUR DEAN, Educational Consultant, New York City
EVERETT V. PERKINS, Principal, Augusta, Maine
BURTON P. FOWLER, Headmaster, Tower Hill School, Wilmington
E. C. HARTWELL, Superintendent of Schools, Buffalo
HENRY W. HOLMES, Dean, Graduate School of Education, Harvard
VIERLING KERSEY, California Supt. of Public Instruction
WILLIAM McANDREW, Editor and Lecturer, Mamaroneck, N. Y.
A. B. MEREDITH, New York Univ.
WORTH McCLURE, Superintendent of Schools, Seattle
BERTRAM E. PACKARD, Maine Commissioner of Education
CARROLL R. REED, Superintendent of Schools, Minneapolis
AGNES SAMUELSON, Iowa Superintendent of Public Instruction
PAYSON SMITH, Lecturer, Graduate School of Education, Harvard
WILLIS A. SUTTON, Superintendent of Schools, Atlanta
CAROLINE S. WOODRUFF, Principal, Vermont State Normal School, Castleton
WALTER S. YOUNG, Superintendent of Schools, Worcester

OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Contents for February 3, 1936

WORLD AT LESSONS 65
Our Two-Party System
We, Some People
With a Capital "E"
Suppose It Did Work
Eventful Reign
Round and Out

THE COLLAPSE OF AAA 67
Thomas C. Barham, Jr.

WE SHIFT TO NEW REPORT CARDS 68
L. J. Hauser

I HAVE FAITH IN MASSACHUSETTS 69
E. W. Butterfield

SOME THINGS I WISH MY TEACHERS WOULDN'T DO 70
Irl H. Dulebohn

A REVISED "SEVEN AGES" 72
William A. McKeever

FROM A SCHOOLMAN'S DIARY 73
Francis Read

PEDAGOGICAL PENNINGS 73
R. L. Hunt

READER VIEWPOINTS 74

REPRESENTATIVE SCHOOL SYSTEMS—PORTLAND, MAINE 75
William B. Jack

BOOK REVIEWS 80

THE NEWS DIGEST 81

AMONG THE SCHOOLS 84

MEET THESE CONTRIBUTORS 85

GRINS BETWEEN GRINDS 87

THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in **Education Index.**

The Editors Say...

It seems a long while—and is exactly one year—since we gave you an article from Superintendent Irl Dulebohn. But here he is at last—this time with a decidedly human statement of "Some Things I Wish My Teachers Wouldn't Do." And he hasn't exhausted his list. There will be more.

•

Portland, Maine, is the smallest city yet spotlighted in our popular series—but it does not suffer by comparison with the others. Read Superintendent Jack's account of the Portland schools in this issue.

•

Washington's Birthday marks the opening of the Department of Superintendence meeting. You will read plenty about this in our next issue (February 17), which will be our annual Pre-Convention Number. President Stoddard of the Department has written for you a fine forecast of his program. The public schools of St. Louis will be featured. All the articles will have special point and interest.

•

We heartily appreciate the many compliments that have been showered upon us since we opened the New Year with a new cover and other changes.

Treasure Hunt

Somewhere in an advertisement in this issue occurs a series of three words which deliberately fell into this jumble.

rplsatsuicufpoeetfilvy

Hunt through the jumble—or jungle—and discover the three words. Run to the nearest post box with your solution (naming the advertisement, of course), and addressing Journal of Education Treasure Hunt, 6 Park Street, Boston.

If yours is the first correct solution from your State, you will be entitled to a four months' subscription to this magazine; for yourself if you have not captured the award recently—otherwise for a friend.

Your answer must be mailed on or before February 26, even to be considered. But hurry! Join these Treasure Hunts which many of our readers call good sport.

"Purposeful Self-Activity"

Is the Basis of the Work in

ENGLISH ACTIVITIES

The New Series which is in Harmony with the RECENT Report of the Curriculum Commission of the National Council of Teachers of English

By W. WILBUR HATFIELD, *Editor of* THE ENGLISH JOURNAL, *Head of the Department of English of the Chicago Teachers College, and Chairman of the Curriculum Commission of the National Council of Teachers of English, E. E. Lewis, Professor of Education, Ohio State University, and* ***several other authors actively engaged in teaching***

IN these new books for the elementary grades, the teaching of English is based on social situations within the experience of the pupil

INTEREST-arousing activities are provided in great number. These are developed from natural situations and, in many cases, are integrated with other school subjects

ENGLISH Activities limit the teaching to essential principles which are impressed on the pupil through his own need for them in expressing himself

THE books advocate the teaching of grammar and sentence structure instrumentally in direct connection with the pupil's social experiences and through use

ALL the material, guidance, and assistance needed by teachers in following these recommended methods of teaching is provided in the Series

ENGLISH ACTIVITIES are published in a Three-book and a Six-book Series

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Dallas San Francisco

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 | Boston, February 3, 1936 | Number 3

World at Lessons

Our Two-Party System

POPULAR custom has made the United States a nation of but two major political parties. And—since it is hardly conceivable that the intelligent citizen wholly agrees with the acts or policies of either great party—he is faced at every election with a sort of bookkeeping task. First, he sets down the debits and credits of the party in power. Next, he sets down the debits and credits of the party which is out of power and clamoring to get back. Then he makes a comparison and casts his vote accordingly.

Theoretically, at least, the independent voter does this. In actual practice his ledger sheets are badly blurred both by natural prejudices and by the exaggerations of partisan oratory.

In whatever way he reaches his decision, the voter must accept some evil with the good. He cannot pick the best points of each party and have these embodied in the government he elects.

There are citizens who would like to see certain parts of the New Deal retained and others rejected at the next election. But there will be little chance to express that desire through the ballot—in any effective fashion. "Take it or leave it" will be the alternatives.

• • •

We, Some People

WE, SOME people of the United States, in order to form a less perfect union, demolish justice, upset domestic tranquility, provide for our own desires and promote the welfare of our group, and appropriate the blessings of liberty for ourselves and our prosperity, do disdain and embarrass the Constitution of the United States.

We elect to Congress only those who will carry out our wishes and "bring home the bacon."

We make demands upon the public Treasury for benefits to ourselves, our class, our industry, or our locality; and we respect our Senators and Representatives when they secure these benefits by trading with other Senators and Representatives who are after similar privileges.

We demand what we demand, not because it is really due us, but because we see others getting what they get, and we must get ours to balance the account.

We insist that taxes to pay for all this bounty shall be levied upon some other portion of the people or upon tomorrow's children.

We, some of the people, are as unmindful of all of the people as if we believed the Union of States to be so strong and so rich that it could withstand every strain put upon it.

We, some of the people, would restrict the liberties of others of the people, without considering how, in the end, our restrictive action will put chains upon all the people.

When will we, some of the people, take cognizance of the rights, privileges and safeguards proper to ALL of the people?

The answer: When we are sufficiently educated in mind and character to be worthy of our Democratic form of government and our sacred liberties.

• • •

With a Capital "E"

ARE you an enthusiast for education?

Do you perceive, when things go wrong, that the remedy is education?

Do you see the whole of life as education?

Do you seek, through applying the best known brands of formal education, to bring about a more informed, intelligent and happy citizenry?

Do you envision various other agencies and institutions in the community as having educational responsibilities which they may not fully sense or may not be free to perform because—perchance—they do not have the support of good and wise citizens like yourself?

Do you have the educator's zest for educating and at the same time his patience when results do not immediately follow?

Do you lend what guidance you can, in the most understanding ways you can, to the growing personalities entrusted to your particular care?

Do you feel that your work is being built into

the structure of a civilization which is still in the making?

And do you trust the later years even of your own lifetime to show you some of the rewards of what you do today?

Then—whatever your degrees or lack of degrees, whatever your prominence or lack of prominence—you are an Educator with a capital E.

• • •

Suppose It Did Work

SURPRISINGLY small objection has been raised to the Townsend plan on the ground that it would demoralize the latter years of life for many people. While, if workable, it would provide physical comfort and security to millions of people who otherwise might face a bleak and uncertain old age, it would just as truly throw millions into a condition of mental stagnation and unhappiness. We have heard much about a so-called "abundant life," without very frequent notice of the fact that abundance of living is more an internal than an external matter. Mere plenitude of material goods cannot lead to abundance in the true sense of the word.

A reasonable degree of security in the latter years of life should be the unfailing reward of all who have borne their fair shares of the burdens and duties imposed by life itself. A time of letting down from the tension of daily toil should eventually come to all who would really know what to do with themselves in such a period—persons who have cultural ambitions, useful hobbies to pursue, inventions to make, books to write, philosophies to develop, experiments to watch.

The strange thing is that most of the individuals you meet who would really know what to do with leisure in their later years, are more doubtful about wanting it than are the multitude of simple folks who would not have the slightest notion how to use their leisure in a profitable fashion if they had to face the problem of so using it.

• • •

Eventful Reign

SIGNIFICANT to England and the world were those twenty-six years during which George V reigned upon the British throne.

The mightiest of all wars yet fought on land and sea broke early in his reign.

Came proofs of loyalty throughout the empire.

Came the Russian revolution.

Came the League of Nations and the wavering hopes which it inspired.

Came the Irish Free State and the substitution of political friction for bloody conflict.

Came the depression and the dole in England—and a more sympathetic treatment of the less fortunate.

Came nationalism and rebellion in India—and at length a constitution for that country.

Came an imperial conference at Ottawa and trade agreements binding the empire in mutual helpfulness.

Came naval agreements and the termination of Japan's part in them.

Came Italy's aggression—with England playing a leading role in sanctions.

Came a concentration of British fleets and airplanes to protect communications with the East.

Came signs of economic recovery at home and abroad.

Came social changes, inventions and improvements, alliances and defiances.

It was a stirring period in which to rule earth's largest empire. And to have done this always with a kindliness and an exemplary behavior which won him love and admiration—this was the best, the most meaningful of all.

• • •

Round and Out

INDEED it does. The music goes round and round. Possibly before these lines reach the reader, that popular song will have gone round so much and so furiously that it will have gone out. Or shall we give it another week or two, before radio and other audiences become sick to death of the catchy little song?

It is true of every song hit of these times. Round and round it goes in so mad a whirl that listeners are quickly sated.

Why do we Americans go at the things we like so furiously, so voraciously, that we soon experience a sense of weariness and even of disgust at the mere mention of what we so avidly grabbed for when it was new?

Have we so desperate a longing for some fresh thrill—some unaccustomed tickling of the senses—that we inevitably take an overdose, with subsequent rejection of what initially gave us pleasure?

Our children and young people might profitably be asked to review some of their discarded thrills and to consider—in suitably informal terms—the law of diminishing returns.

But this whole subject would be quite beyond the capacity of any teacher to interpret who has not some inward source of contentment that is detached from the need of daily recharging with novel, unintelligent excitement.

Anson W. Belding

The Collapse of AAA

By THOMAS C. BARHAM, JR.

NRA was bed-ridden before it passed away, but not so with AAA. Figuratively speaking, six icy-cold index fingers pointed at the Administration's cherished program for ameliorating the distress of the agricultural areas of our country while a spokesman of as many Supreme Court Justices rendered a decision which speedily and skillfully dispatched AAA to a happy hunting ground to keep company with several other New Deal acts.

The explosion that sunk the battleship Maine could not have stunned the nation more completely than the Supreme Court's AAA decision. Like the Maine, the hulk of AAA sank quickly; but while the former sank into the relatively placid waters of a harbor, the latter sank into the turbulent seas of political and economic dissensions. The wreckage of AAA, however, did not disappear with the hulk; it is bobbing about, most unpleasantly, everywhere. The destruction has been of proportions too catastrophic to encourage prompt salvaging operations. However, you may be sure that the political, economic and just beyond these, the social exigencies of the situation will draw forth new tentative, challenging proposals and experimentation.

In the meantime we may profitably examine the AAA decision and its effects from three points of view.

1. The decision of the Court was divided—six on the majority; three on the minority. Once again the bogey question of split decisions confronts us. The fact that the judges stood two to one for a declaration that the act was unconstitutional was wholly adequate to dismember AAA cannot conceal from thinking people—the ones who like to get down to fundamentals—that three keen, judicially trained, experienced justices argued very forcibly for the constitutionality of the act.

Each side—majority and minority—advanced from premises based on the body of law which is their and our heritage. Each side catapulted its logic from an identical, original source, the Constitution. And yet, each arrived at an opposite conclusion. The minority claimed that the Constitution comprehends the AAA; the majority claimed that the Constitution outlaws the AAA. Consequently, thinking observers wonder whether it is not naive to believe that the supreme law of the land is the Constitution, and if, in reality, the supreme law of the land is not resident within the minds of five or more distinguished jurists who interpret the Constitution.

2. The AAA decision sharply delineated the outlines of two social philosophies in conflict. Each social philosophy is advanced and supported by its proponents as the jealous guardian of the rights and interests of the people. Each social philosophy is propped up by a foundation of judicial interpretations of the Constitution.

One philosophy is based on the contention that the fundamental rights maintaining the true spirit of democracy may be preserved only by a strict construction of the Constitution: the opponents of this philosophy assert that it really protects vested interests and the autocratic moguls of capitalism, and that it is the handmaid of incipient fascism. The second philosophy is based on the contention that the fundamental rights maintaining the true spirit of democracy will be preserved only through a liberal construction of the Constitution; the opponents of this philosophy assert that in reality it is undermining democracy, is obliterating state boundaries, is stifling private enterprise, is championing an opprobrious bureaucracy, and is the advance-guard of socialism, or, worse still, communism.

Because this line of cleavage between the conflicting philosophies reaches from Mr. Average Citizen (who may not be aware of the fact) to the members of the highest judicial tribunal in the land, the boy and the girl in the secondary school ought to consider the matter impartially, establish no settled conviction on the problem, but, nevertheless, clearly recognize that such a problem exists and is worthy of his serious attention.

3. The AAA program and defeat not only offers an opportunity to review the problem of split decisions by the Supreme Court and the conflict of social philosophies striving to shape the growth of our living Constitution, it also offers an excellent opportunity to comment on the economic disturbances and rivalry in our country.

The most formidable opposition to the AAA came from industry and arose out of the industrial north and east. This opposition was vigorously prosecuted in the courts and through the press by the leaders of tariff-protected enterprise.

Obviously, corporate enterprise such as the textiles, the packers, and the millers felt that the AAA taxes constituted

a raid on corporate earnings and surpluses severe enough to warrant a strenuous opposition campaign.

Paradoxically enough to the disinterested observer the industrial groups engaging in the most far-flung operations to discountenance AAA as a species of regimentation and as socialistic are themselves given paternal protection through tariff schedules from distressing foreign competition. They are protected by the very Constitution which they claim was being violated grievously when Congress extended a comparable protection to the agricultural groups.

The whole controversy presents a panoramic view of the major economic rivalries continuously fighting for supremacy within our own borders. In course of time undoubtedly the difficult problems of establishing an equitable balance in our economic structure will be solved. But it will never be satisfactorily accomplished so long as we keep alive the fires of sectionalism and neglect a broad national interpretation of the problem of economic maladjustment.

We Shift to New Report Cards

By L. J. HAUSER
Superintendent, Riverside, Illinois

IN order to eliminate as far as possible the idea on the part of children of working for competitive report card grades, and in order to present a better picture of the child's academic progress and personality development, a new type of report card was introduced into the Riverside schools three years ago. This report card is based on the philosophy that each child should be encouraged to do the best work he is capable of doing and to be concerned about his own individual progress. His school marks take into consideration his ability to do school work. If he is doing all that can be reasonably expected of him, his work is "satisfactory." Thus his school subjects are marked simply "satisfactory" or "unsatisfactory," according to whether or not he is working up to his capacity.

Since this new report card is very different from the traditional card, it seemed advisable to introduce it to the children and parents gradually, so that they could easily adjust themselves to the new way of thinking required. For this reason the card was used in grades 2 and 3 only the first year. (No report cards are sent in the first grade, but a letter is sent to the parents twice a year instead.) The next year it followed the children in grade 4, and this year it is used in grade 5.

In order to build up a sympathetic understanding toward this report card, a letter is sent each year to the parents of the children in the second grade, where they make their first contact with the card. This letter explains the new report card and lists some of the advantages. A copy of the letter is shown below.

Letter Sent to the Parent

"Marking children simply 'satisfactory' or 'unsatisfactory' minimizes the overemphasis that is often placed upon report card grades. Children often have the idea that marks are the 'pay' they receive for their work. There can be no better incentive for the children than the satisfaction that comes from the successful completion of whatever task or problem that is undertaken. It should be our aim to make the work so compellingly interesting and vital, that the child will want to do his best.

"Although this new record aims to eliminate the intense competition among individuals for report card grades, it does not attempt to eliminate wholesome worthy competition. Children should be trained to compete with their own previous records. They should not be so much concerned about 'How do I compare with Mary, or John?' but about 'How does my work compare with the work I did yesterday, last week, or last month?' When they begin to realize that their own individual progress is the all important matter to them, they become interested and do their best to beat their own highest marks. They learn to measure success in terms of their own individual progress.

"Then, too, group competition is a very wholesome and effective incentive for learning. In this way the children may be stimulated to do their best. They learn to work together for the common good, rather than to succeed at the expense of someone else.

"This new system of marking should also improve the morale of the home. Many children suffer unjustly by comparisons with their brothers and sisters, who happen to be favored with superior ability to do academic work and therefore naturally

receive much higher grades. If the slow learning child, for example, is constantly forced to compete with the report card grades of children who have little or no difficulty with their academic work, he is likely to develop a hopeless attitude and lose all interest in his school work. This is particularly true when he constantly puts forth his best efforts, but still finds his grade far below that of the other children.

"Likewise, the bright child who receives an 'A' or 'B' with very little effort, tends to develop a 'superiority complex,' which is very bad for his social development. Many children use the high grades received for the purpose of advertising their own 'superiority.' Under the traditional system of marking, a bright child might receive a grade of 'C' with little or no effort. Under our new plan, this same child may be marked 'unsatisfactory,' because he is not nearly working up to his capacity.

"The impairment of the physical and mental health of many over-conscientious children results from a competitive system of marking. They are very much worried over the fact that no matter how hard they work, their marks are still lower than those of their friends and comrades.

"However, the parent needs to know more about the child's work than the marks he receives in the different subjects. For this reason a number of blank sheets of paper are bound with the report card as a regular part of the record. This space is used by the teacher for the purpose of making specific explanations and suggestions concerning the child's difficulties, progress, habits and attitudes, that will prove helpful to the parent. It is much more important, for example, to know why the child is having difficulty and what remedial provisions may be made than to know that his mark is 'failing.'

"In addition to these parts of the report card, a number of important habits and attitudes are listed. By checking these items when the child shows himself to be particularly outstanding in them, the parent is given some very valuable information concerning the child's development. If the child is particularly weak or lacking in any of these items, attention is called to the matter in the space provided for 'Observations and Suggestions.' In this way it is possible for the parents to cooperate in the improvement of these important traits."

I Have Faith in Massachusetts

By E. W. BUTTERFIELD

Connecticut Commissioner of Education (Hartford)

And Advisory Editor, The Journal of Education

Any disruption of public education in Massachusetts will affect directly school administration throughout New England and throughout the Nation.

Payson Smith is the first educator in the public school field in America. In constructive leadership, in effective development of schools, and in the esteem of his fellow workers—lay and professional—he surpasses even his great predecessor, Horace Mann.

But Payson Smith is out!

Nevertheless!

When I am told that two of the most competent and most highly honored superintendents in Massachusetts refused to consider an appointment for which a vacancy would be created, I have faith in Massachusetts!

When I know that the superintendents of Massachusetts cities declared allegiance and, with one voice, protested against the action that has now been completed, I have faith in Massachusetts!

When I hear that Massachusetts associations of teachers, as fast as opportunities come, are determined to understand the relationship between appointments that are being made and the activities of committee members of one of their representative bodies, I have faith in Massachusetts!

When I have reason to believe that the creation and filling of the vacancy brought to the Governor's desk more protests from individuals, teachers, and others, and from Associations than any comparable appointment, I have faith in Massachusetts.

When I read that Lincoln Filene and his associates declared that "irreparable harm" has been done; that the Boston Transcript has referred to this incident as a "brutal political maneuver," that the Christian Science Monitor has said that "this is in itself an injury to the schools and in its manner an insult to the intelligence of its citizens," I have faith in Massachusetts.

Finally, when I understand that the educational forces of the state are banded together to redeem the good name of the Commonwealth by speaking publicly, forcefully, and repeatedly, and by concerted action, I have faith, ultimately, in Massachusetts.

Some Things I Wish My Teachers Wouldn't Do

By IRL H. DULEBOHN
Superintendent, Ramsay, Michigan

First in a Series

NOW, understand, they're a pretty good lot. Better than the average run by a good deal, I think. But they still do things I wish they wouldn't. I'm not complaining. Just letting off steam, you understand—relieving my mind.

For example, they succumb every now and then to our old friend the green-eyed monster. That, of course, is to be expected. With the possible exceptions of doctors, lawyers, musicians, artists and other folk, teachers are the most jealous lot on earth. For example, when Miss A's room maintains one hundred per cent. attendance for the month, thereby winning the attendance banner and the quarter holiday, Miss B, whose room registers only ninety-seven per cent., remarks in Miss A's hearing that she'd like to check Miss A's records. This brings tears to the eyes of Miss A and pain to her heart.

Now does Miss B believe that Miss A falsified her records? Not at all. She knows that all records are checked and double checked by the principal. Does she feel that one-hundred per cent. attendance is so much more to be desired than her ninety-seven per cent.? Does she expect to be censured because her room did not maintain one hundred per cent.? She does not. Why the remark? Simply that the green-eyed one gave her a prod. That is all. She said it to relieve her feelings, just as I write these lines to relieve mine. But I prefer the teacher who has the kindness of heart to keep such remarks to herself.

Miss C's room averages ninety-six per cent. on the quarterly spelling test. Miss D's room averages only ninety per cent. Miss D. wonders aloud if Miss C's poor spellers all *happened* to be absent that day, and remarks that her own two best spellers were out.

"That," thinks Miss C to herself, as she hears of the remarks through the good offices of a "friend," "that is my reward for doing my work a little better than someone else. I wonder if, after all, the satisfaction is worth the cost."

•

Miss E's room wins honors on art work at the state fair. Miss F's room, also an exhibitor, wins none. Miss F wonders, not to herself, if Miss E's pupils did all the work themselves, or if——. I do not understand the attitude that prompts such a remark. Does Miss F feel inferior and seek to inflate her own emaciated ego by deflating Miss E's? Or does she seek to assume a martyr's role? I do not know. But I do know that her remark utterly ruins the day for Miss E.

I do not like the jealous teacher. Rather I do not like the teacher who stops merely with voicing her jealousy. A little jealousy may be a good thing provided it serves as a spur to increased effort. I like the teacher who, when she realizes that her work is inferior, as most jealous people secretly do, sets quietly about correcting the deficiency, resolving in her heart that next time her work will be best and honestly so. I like the teacher who looks for faults, not in the winner where they probably are not, but within herself where they probably lie. I prefer the teacher who is above displaying her petty emotions in public; who does her best and leaves the result on the lap of the gods, or of her superintendent, where it properly belongs.

And I wish that teachers wouldn't complain. Few of them do; still there are some who are always lamenting their lot and letting the world know how well they could do if only this or that condition were remedied.

•

Miss G's room averaged only eighty-six per cent. on the spelling test.

"But you counted Mary's paper in," protests Miss G, "and she got only four words right. That brings my average down. If it hadn't been for her my average would have been——"

"She's in your room, isn't she?" I reply.

"Yes, but you know Mary can't learn anything. Everybody knows that. Her paper should not be counted. It brings my——"

"Well," I continue, "I'm not so sure about Mary's not being able to learn anything. That isn't for us to say, is it? There was Edison, you know, and others I might name. Besides, if I am to leave Mary's paper out why not leave out all the poor ones and give you a perfect score?"

Miss G is silenced but not

convinced. I hadn't expected to convince her. I was glad to silence her—even temporarily.

Miss H is an English teacher. At least she claims to be. But "dis" and "dat," "dese" and "dose," "youse" and "gimme" flourish among her students like weeds in a neglected cornfield in a wet year.

"But their home environment!" she protests. "Their parents are all foreign-born. What can I do under those conditions?"

"Well," I reply, "Miss I has the same kind of pupils and just as many of them. She seems to manage. You don't hear that kind of talk among her students."

Miss H makes no reply, but I know what she is thinking.

No, I do not like the teacher who complains—who could do better if only——. I prefer the teacher who regards adverse conditions not as excuses for poor work but as challenges to greater ingenuity and effort. Most adverse conditions, I have noticed, minimize themselves or disappear completely before the attack of a teacher of that supremely satisfactory sort.

•

I wish, too, that teachers wouldn't be poor sports. If they are naturally poor sports I wish they would refrain from advertising the fact so widely. There is the athletic contest for example. Why, I wonder, must good sport so often be spoiled by the presence of poor sports?

A decision has gone against the home team.

"He's a robber!" exclaims the coach.

"Robber!" echoes the student body and the crowd.

Of course coaches of this stamp are in the minority and usually they have never had the experience of officiating at a contest themselves. A little experience as an official—a few pop bottles deftly dodged, usually have a salutary effect on a teacher of this sort. It makes him more tolerant and less talkative—a better sport.

It is a forensic contest. Sixteen contestants are present along with their respective speech teachers. All of them have previously expressed satisfaction with the judges who have been selected. Problem: Out of the sixteen teachers present, how many will be dissatisfied with the decision, assuming of course that only one first place is to be awarded. Answer: fifteen.

"Not that they expected *their* contestant to win! Not at all! It wasn't that! But surely that handsome Henry Matson, or that tall boy with the glasses, or someone else besides that scrawny chap. What those judges could ever see in his talk—"

Do I exaggerate? A little perhaps, but not much. Is this lack of good sportsmanship a serious problem? Well, it is so serious that after every contest I swear to high heaven I'll never have anything to do with another. And yet I always do. There is value in contests. There could be good sport, too, if it weren't for the poor sports.

•

An art exhibition. Students are competing for a prize in water color. I am the honorable judge.

"Do you mean to tell me that you think that picture is better than Mary's here?" demands Mary's teacher.

"Certainly," I reply, "that's why I gave it first place."

"But I think Mary's is far better than that one," she continues.

"But you weren't the judge," I remind her.

She makes no reply, but her look is eloquent and murderous.

No, I do not like the poor sport. The only way I have found to silence him, and that doesn't always work, is to ask him to judge the next contest. Usually that gives him pause.

"I am no judge of contests," he protests.

"How is it then," I inquire, "that you are so willing to set yourself up to judge the judges?" He doesn't answer.

•

Then I wish that teachers wouldn't be cynical, openly cynical, that is. Heaven knows, the profession of teaching is at times enough to drive a saint to cynicism. But I wish teachers wouldn't show it. For example:—

•

Miss J. meets Miss K on the way to work. It is just before the Christmas season.

"Merry Christmas!" says Miss J.

"Nertz to you!" replies Miss K, thereby puncturing most effectively for that day at least, Miss J's bubble of enthusiasm.

An insignificant matter? Perhaps. But, after all, is the fact that Miss K got up with a grouch any reason why she should pass it along? Surely there is little enough of enthusiasm in the world at best. The little that exists should be encouraged. I do not like a Scrooge for a teacher. I prefer the temperament of his nephew.

•

Miss L has decorated her room in order that it may be a pleasanter place in which to work. She is proud of her work, and, being young, new and enthusiastic, says so.

"Humph!" says Miss M, "showing off, aren't you? Gets you nowhere. Why bother? Those brats don't appreciate it."

No, I do not like the Scrooge temperament. I dislike folk who go about sticking pins in our balloons of enthusiasm. Let our enthusiasms soar. There is

little enough of soaring in life at best, and plenty of dragging the ground. I prefer the teacher who, when she feels the lift of enthusiasm, displays it openly, passes it on to her associates, her pupils, every one. And I like those other teachers who, though they may be plumbing the depths themselves, respect this enthusiasm and withhold their pins.

A Revised "Seven Ages"

By WILLIAM A. McKEEVER

Oklahoma City, Oklahoma

INFANTS, children, adolescents, youths—and then what? Why, we have always "lumped" all the remainder of the human family under the term "adults," and let it go at that. But the grown-ups are really not all in the same psychologic class, any more than the several grades below them. I have been suggesting for some time that we fill out the long gap in the upper age brackets, making a complete nomenclature for seven instead of five classifications:—

Infants, Children, Adolescents, Youths, Orientors, Medians, Maturates. And, during the last two years, I have succeeded in bringing the term "Maturates" into popular use as a designation for the members of my school of men and women aged seventy and upwards to more than 100 years. There are 950 enrolled to date, and these are given brief but regular instruction, in class assemblies and as individuals, as to how to live efficiently after the traditional three-score-and-ten goal has been reached.

"Maturates" and not "Old people"; persons who have matured, grown into a new life, a new state of mind and a new attitude toward the world and its meaning. Since these aged men and women have become awakened with new hope, new faith, new goals of attainment, they seem to have taken a new hold on life itself. With a curriculum of ten lesson projects, with opportunities for learning something definite and doing something definite, scores of these aged ones have given up the mere thought of fading out of life, so characteristic of those of their age, and have taken on a practical view of a happy longevity.

Now, to return to the main topic—"Orientors," those who are in the expanding, arising period of human existence. Orior, to arise, is the root of the word. It is the age of achieving, expanding, adjusting one's self to the material, economic, social, political, religious, and other major issues, which serve to bring possession and accomplishment. Twenty-five to fifty will mark roughly the age limits of this rising, enlarging period of life.

"Medians," those who are in the middle position of human existence, who have been mildly shocked into a new psychosis by the arrival of the age fifty, who are now looking both forward and back, with a purpose of making themselves secure in what they have and serene in their look ahead toward the upper years. Fifty to seventy marks the age limits here.

Not only a complete nomenclature, but a clear distinction as to the peculiar psychosis of each division, and popular acceptance of these "seven ages of man," as each having its own set of values, its own definite ways of regarding life and of using life—that is what we might well desire as a practical consideration. Too long we have lived under a lot of false traditions—that the trend on one's life is fixed by the time he is seven, that formal education is practically finished at twenty or twenty-five, that adulthood is a sort of dead level of progress, that adults cannot learn as ably as youths, that seventy is the quitting time or the beginning of a period of decrepitude. The general acceptance of these fatalistic beliefs has had a profound influence on human welfare and human progress.

Infant, birth to 3; child, 3 to 10; adolescent, 10 to 15; youth, 15 to 25; orientor, 25 to 50; median, 50 to 70; maturates, 70 and up. So I roughly define the age and psychologic groups by years. Have your own say about that, but accept, if you will, the fact and significance of the seven distinctive ways of behavior toward life. And, also, accept the idea that learning, achieving, adjusting, progressive behavior is all as practicable in one age as another. It should and can be continued as an unbroken series of interesting accomplishments, new experiences and progressive adjustments to the facts, the meanings and the purposes of living.

In my Oklahoma City School of Maturates, there are not less than 350 ranking above the 80-mark, and many of these have become awakened to a new interest in life. They take their turns reciting, manifest a genuine interest in the class

work and have some kind of small project or hobby of their own at home. After some years of work in behalf of these aged friends, I am convinced that 70 and upwards is a distinctive age and deserves a special term to designate it, and that it is just as practicable to awaken and maintain a vital interest in the essentials of progressive behavior after 70 as it is at any other age.

Education, work, interesting employment, personal responsibility to society, and the like—there can and should be a carrying-on in these important matters up to the close of a century and more. To stop is the beginning of decrepitude; to retire is the first step in a slow death.

As to the orientors and the medians, so-called, they deserve conspicuous recognition and public evaluation of who and what they are in the scheme of public behavior. They need a clear and definite challenge, to achieve the ideals and purposes specifically suited to their age and their urge for expression of their normal mental and emotional temperament.

From a Schoolman's Diary

By FRANCIS READ
A High School Principal

Students Adopt Responsibility

The question of what to do about our study halls came up at an early teachers' meeting this year. There was much complaint of inattentiveness and disorder on the part of our students. Some thought that new and more severe penalties should be put into effect.

There was another plan, however, which finally prevailed. We would ask each pupil to write as a part of his English work a theme on "How to Make the Most of Our Study Halls." We would offer three prizes for the best essays, and have the writers read them before the assembly.

Then we would have a committee of judges to determine which study group made the most progress in any one period during the first semester, and we would offer first and second prizes to bodies of pupils who showed the best improvement.

In this way we got all the students to thinking about the difficulties that existed and how a reform could best be accomplished.

Assembly Insurance

This morning the speaker upon whom we had depended for assembly telephoned at the last minute that he could not come. We had, nevertheless, a splendid program.

We have an arrangement by which we are never at a loss for something worth while for assembly. Instead of calling the boys and girls together the first thing in the morning, as we formerly did, we start the day with two periods of class work. Then there is a break each day between the second and third periods, the assemblies coming in here twice a week, and home room activities three times. We have our orchestra and band rehearsals in the auditorium the second period, the former coming just before one of our semi-weekly assemblies, and the latter just before the other.

When for any reason our assembly plans fail we just ask the musical organization which happens to be rehearsing that morning to wait over.

This plan has saved the day for us frequently, and I recommend that other schools give it consideration.

Pedagogical Pennings

By R. L. HUNT

No. 11—The Custodian

ONE seldom realizes the value of a good custodian until a poor one gets in the way. Custodians are often accused of being lazy. Perhaps many are, but they have a long grind during the winter months, and are entitled to a few rest periods during the day, which most of them take without complaining.

They are expected to have the building ready for the early-bird teachers, to keep an even temperature throughout the day (even to making provisions for the teachers' temper explosions), to run errands, to fix everything that breaks, and to meet the demands of the many-sided personalities found in most faculties.

Most custodians are equal to the responsibility placed upon them. Some assume a much greater responsibility-air than exists. A school board of a four-room rural western district eliminated the teaching principal and placed all teachers on the same salary and duty basis, with the added original clause—that in all cases where the four teachers could not agree, the custodian was to be the arbitrator. A rather heavy responsibility, but it worked as "he" was the husband of a board member and "she" ruled the school.

The old idea that anyone can be a custodian has disappeared. Schools have established summer courses for custodians, and these fellows are getting the research and experimentation fever along with the teachers. Anyway, more modern methods of building care are being used.

Give the custodian his just dues, with a cussing only when he needs it.

Reader Viewpoints

Character by Imitation

Citizenship training, in its final analysis, may rest largely on imitation. We imitate our elders in religious and political affiliations, in food likes and dislikes, in modes of speech, and manners of dress. It is not at all uncertain that our citizenship attitudes are obtained from those we both consciously and unconsciously imitate.

If such a thesis is admitted, then it is obvious that greater care is needed in selecting teachers. They become the patterns after which youth cuts his designs. Teachers must be selected whose citizenship ideals and activities are in line with the democratic ideals set forth by our founding fathers.

I am constrained to believe that, after all, teaching is largely sharing personality. In a similar way, I believe that citizenship habits are obtained through this same sharing process. Therefore, I would like to have the teachers in the school be those that have the characteristic qualities of citizenship which are worth while sharing.

FRANK EVERSULL
President, Huron College,
Huron, South Dakota

•

Likes New Cover

I have noted your new cover for the magazine! I had a little dizzy effect at first but liked the surprise. Such things keep us living.

It may seem strange what things catch the eye. In the small article "From a School Man's Diary" I note the glowing enthusiasm of the skating rink. I love the fun, and have had many a long hour on the pond, but just what is happening to a group of pupils who cannot pay the dollars and dimes? Excuse me, perhaps that community doesn't have any poor people. Maybe they all have dollars and dimes.

When schools — and public schools at that, discriminate by setting up money barriers, do we still call this a democracy or America? What is happening to the personality of those without money, some who do not share experiences, and thereby create differences by wholesome recreation which is denied? Is there another way out of such difficulties? I know there is. There is another way. Some day we will all use it. It is difficult to change the usual procedure.

I think you have improved your magazine. You should be congratulated for your desire to make things better.

W. O. FORMAN
Principal, Junior High School
Morgantown, West Virginia

•

A Three Point Program

There are three main avenues which the schools can follow to make better citizens as the result of education processes.

First: We can give our boys and girls much more responsibility. The only way to train for responsible citizenship is to train youth to take responsibility. The finest sort of modern school needs many activities in which youth shares: student councils, student patrols, all kinds of clubs, school papers, library duties and other responsibilities of this type.

Second: Our public schools must realize that they have a more fundamental duty than stratification by the intelligence quotient criterion. In the public schools must, first of all, be given a broad understanding of the obligations and privileges of our democratic social group. It is the duty of educational leaders to determine these fundamentals and to insist on their place in the curriculum.

Third: The schools can send out better citizens by stressing the point that each child is entitled to all the aid possible to develop his particular personality, a personality which not only is individualistic but, also, one which will get along with fellow members of the social group. Sometimes, with our complex system, we forget that the boy or the girl is the reason for the school system.

HAYDN S. PEARSON
Principal, Bigelow Junior
High School,
Newton, Massachusetts

•

In the October 7, 1935, number of the Journal of Education you published an article sent to you by Mrs. Laura Stovel for the American Society for the Hard of Hearing and written by me, *Three Million Strain Their Ears.* I am sure that you will be interested to know that we have been in correspondence with a number of persons as a result of the article being published and that interest has been roused in behalf of the hard of hearing child in New England, Pennsylvania, Nebraska, and California. In Lawrence, Massachusetts, there is hope of a definite program for hard of hearing children being established in the public schools through the supervisor of physical education having read the article.

ENA G. MACNUTT
Chairman,
Committee on Hard of
Hearing Children
(American Society for
the Hard of Hearing)
Boston, Massachusetts

REPRESENTATIVE SCHOOL SYSTEMS

Portland, Maine

By WILLIAM B. JACK

Superintendent of Schools, Portland, Maine

PORTAND, Maine, America's Sunrise Gateway, situated on Casco Bay with its more than two hundred islands, is an important industrial city, retail centre, wholesale distributing point, railway junction and terminal, and deep water port.

Maine products are shipped from Portland to all parts of the world by motor, rail, and boat. The Portland airport, served by transport and mail planes, accommodates all types of air transportation activity. Lines of steamers operate between Portland and foreign ports and regular service is maintained between Portland and New York and Portland and Pacific Coast points.

Portland is the centre of the great Vacation Land of Maine, and has, within a radius of one hundred miles, unsurpassed beaches, wooded and rocky shores, beautiful islands, lakes, streams, forests, valleys, and mountains which offer practically every type of healthy recreation and sport.

All this has a marked influence on the children of the schools who from earliest days are interested in shipping and geography and also take keen delight in healthy outdoor living and all kinds of summer and winter recreation and sports.

•

The fact that Portland is a seaport has a very definite influence upon the character of the children. The motto of the great seal of Portland is Resurgam (I shall rise again) and is expressive of the intrepid spirit of her citizens as repeatedly shown throughout her history in times of discouragement and disaster. There is much in the everyday environment and experience of the children of Portland, as well as other seaport towns on the North Atlantic Ocean, which contributes to strong character, education, and development.

The Lesson of the Seafaring City is given graphically by a nationally recognized son of New England as follows:—

"I was born and brought up in a seafaring city which teaches many things not learned from books and blackboards. When you are caught in rough water, with the wind blowing harder every minute and the waves rising higher, the situation often looks like sure disaster. But just as the mountain seas reach a critical height where it seems that one foot more will swamp you, those waves lengthen out; and instead of driving through them you begin to ride over them. Those who study the ways of God and the teaching of history do not collapse in a crisis. They drive ahead as best they can, having faith that at the very moment when all seems lost—the waves will lengthen out!"

SUPT. WILLIAM B. JACK

Perhaps one outstanding endeavor of the teachers of the Portland schools is to capitalize upon the splendid environmental influence outside of school for development of character and to recognize that nearly all real education at every stage of life, in school as well as out, arises out of life problems.

Stability

A very significant feature of the Portland school system is stability. This is due to the co-operative relationship existing among the school committee, the superintendent, the teachers, and the community.

It is doubtful whether one will find a city of its size where schools are so free from petty political interference and where the status of the teacher is more respected or where a teacher has the opportunity to practice his own methods more independently. The emphasis is on the teacher and the child as the important factors in the educational system.

Three Objectives

The great objectives of the Portland schools have been

often stated as follows: (1) To educate the children so that they will get the greatest values out of life by helping them as far as possible to develop their individual talents and abilities and overcome their handicaps; (2) to implant in them a genuine and growing desire to give as much as possible to the lives of others; (3) to help them prepare for the kinds of life work for which they are adapted and by which they will most enjoy making a living.

The Portland teachers recognize that youths must be trained to make adjustments and become adaptable to changes so that they will be better able to meet the constantly changing conditions — social, economic, and vocational—as they will find them in later life.

Organization

The Portland school system consists of two optional preschool years (kindergarten and sub-primary) for children below the required age of attendance, elementary schools, junior high school, and comprehensive senior high schools. Emphasis is placed in the pre-school and elementary years upon providing many varied and enriched opportunities both in regular studies and through school activities for all pupils, especially those who are gifted. The junior high school with its varied curricula, its student clubs, shops, library, assembly hall, and gymnasium, furnishes a suitable environment for the early adolescent and is aiding pupils to think for themselves from the standpoint of their interests and capacities, and to enter more intelligently the right courses of study for which they are best fitted in the senior high school. Courses in vocational information and guidance are an important feature of the junior high school program.

The two senior high schools in Portland, both comprehensive in kind with their various courses—college, scientific, general, commercial, household arts, practical art, and shop—together with a wealth of extra-curricular activities, are serving the many types of secondary students.

One of the two high schools is located in a tract of twenty-seven acres. Approximately fifteen acres of playing fields are now being developed for various outdoor sports for both boys and girls. These fields will be at different levels and each field is to be surrounded by trees and shrubs so that it will have the feeling of a park as one walks through it. The other senior high school has an athletic field (not adjacent) of fifteen acres and splendid stadium.

Atypical Classes

Ungraded classes are maintained for the benefit of children who lack ability to make normal progress in the regular groups. These children suffer embarrassment and develop a sense of inferiority when they are in a regular schoolroom. They appreciate the ungraded classes where they are not required to do what is impossible for them to accom-

WINTER SPORTS — ELEMENTARY SCHOOL GROUNDS

plish. A well-equipped manual training room is provided where woodwork and weaving are taught by an expert in these crafts. Many exceptional, well made articles are produced by these pupils.

Home Teaching

Two teachers are employed to give instruction in the homes to children who are physically unable to attend school either permanently or for at least one year. Each child is visited by the teacher twice a week for one hour. Reading and language are stressed as subjects which will afford him the most profit and pleasure. Lessons are assigned to be prepared between the teacher's visits. By thus interpreting the school to the child in his own home, much satisfaction and happiness are afforded these children. Among the social activities for these children is the Home School Chronicle, a paper to which they all contribute and which is edited by one of their number.

Junior Americanization classes are conducted whenever there is need to give special instruction in the English language to non-English-speaking pupils before they are placed in the regular grades.

Other atypical classes appear as a part of the health service in the schools.

Health Service

The city of Portland has a health director. The schools of Portland have a school director of health who has charge of special health services in the schools. The following are some of the various health activities:—

Health Habit classes—Health instruction for pupils who in a year have failed to make a reasonable gain in weight. These classes are conducted by teachers of physical education and nutrition, assisted by public health nurses.

Sight saving class for pupils whose weakened vision makes it imperative that they have special equipment, lighting, and a modified program of study.

Lip reading classes for pupils with hearing defects, taught during the school day by teachers who have had special training.

Open window rooms for pupils whose physical condition demands a simplified program with added rests and lunches.

General physical examinations with weighing and measuring, teeth examination, vaccination, toxoid for prevention of diphtheria, tuberculin tests, cardiac examinations, audiometer tests, and examination of eyes. Cases referred to clinics at hospitals and dispensaries, also to family physicians.

The development of a sound body receives much attention. Under the direction of teachers of physical education, group games are carried on in all grades and high schools. Corrective exercises for postural defects are given.

Field days, with hundreds of pupils participating, are held for demonstrations of physical education and health programs. Health talks, safety instruction, serving milk and mid-morning lunches are also part of the school health program.

Summer classes for the train-

BANKING DAY IN AN ELEMENTARY SCHOOL

ing of teachers in lip reading have been held during the last three summers. Thirty of the regular class teachers have taken advantage of this opportunity so that teachers skilled in work for the hard of hearing are now available in each school district.

Safety Education

A course of study in safety education with suggestions for each grade, prepared by a committee of teachers, is one of the regular courses of the schools. School safety instruction also includes fire drills, lessons in accident prevention, and care in the use of home appliances. Directors of physical education and athletics stress the necessity of care in the playground, gymnasium, swimming, boating, and winter sports activities.

In the schools, boys are enrolled in the School Boy Patrol to assist in directing traffic. Safety activities include safety films, safety playlets, safety radio talks, and safety meetings where members of the police and fire departments and Maine Automobile Association address the students.

A representative of the Portland teachers is a member of the Portland Highway Safety Council, which was organized in the interest of the safety of the city and also includes in its membership the county attorney and representatives of the state and city police, Maine Automobile Association, Red Cross, and others.

Junior Red Cross

Someone has said, "The Junior Red Cross is the window in the schoolroom looking out upon the World."

The membership in Junior Red Cross is 100 per cent. in all the Portland public schools. Eleven teachers from different schools, aided by many more, act as sponsors. Two Junior Councils (high school and elementary), made up of representative pupils, act as a clearing house for Junior Red Cross activity. Here problems are discussed and services volunteered. Reports of meetings are carried back to the schools so that every pupil is acquainted with the work and progress of the organization.

Activities include school assembly programs, visits, entertainments, and gifts of toys and games made in school shops for children in hospitals and other institutions, preparation of baskets of food at Thanksgiving, Christmas, and other times, clothing drives, and international correspondence.

The Junior Red Cross program is adaptable to all ages of pupils and is considered in Portland as the *great* opportunity to *educate* children in giving and to teach them the interdependence of all. Its projects are so varied that all may have a part.

School Library Service

There are two senior high school libraries (8,000 and 9,000 volumes, respectively) each in charge of a trained librarian.

In the junior high school selected students are trained by school librarian to act as helpers. Instruction is given them in every phase of library work—cataloguing, filing, reference work.

Elementary schools have a central school library department at the Portland Public Library presided over by two librarians employed by the Board of Education. The income from a large bequest left by a public spirited Portland citizen provides the money for books (now numbering in excess of 17,000 volumes).

These elementary school library books are sent out to all the schools as classroom libraries in book boxes made in the manual training shops. Story hours and book talks are given by the school librarian in all elementary schools and every Saturday morning at the public library.

Radio library talks are given to parents and children over WCSH, local radio station, every Saturday at 1 p.m., also at other times, and library talks are given to Parent-Teachers' Associations.

Special book exhibits are displayed in the different schools, the public library, and in the windows of various shops.

Library films are exhibited in moving picture theatres during Book Week.

All eighth grades in the city are given instruction at the library in the use of the library.

School Savings

A most effective way in which our boys and girls are meeting the challenge of the times is through the Portland School Savings. Over 90 per cent. of the total enrollment have school savings accounts. Certificates of merit are given to the pupil tellers for accuracy in their bank accounting.

City Wide School Relations

The policy of experimentation, trying out new textbooks, courses of study, projects in a few selected schools, before general introduction, proves effective.

New courses of study and revisions are in charge of teacher committees from the several districts.

A desirable inter-school spirit among the pupils is developed by city-wide contests, such as athletic and spelling—participation in large projects of the Junior Red Cross and others, community Christmas carol singing, and by certain schools entertaining, as guests at assemblies and social functions, pupils from other schools.

Each district principal serves as committee chairman and acts as adviser on one of the following city-wide school interests:

Curriculum, Health, Federal Projects, Junior Red Cross, Safety, Savings, Activities (social, athletic, scholastic), and Publicity. This gives each principal an interest in and an acquaintance with all the schools of the city. Frequent principals' meetings are held.

Attendance Officer

The attendance officer works in close co-operation with the district principals as well as the social agencies of the city. He is a college graduate who had special work in psychology and sociology during his college course as well as special training in personnel work during the World War. The work in his department is largely social service, such as procuring necessary clothing, rectifying family conditions, and general child welfare interests.

Adult Education

The evening schools of America play no small part in her great educational system. The student body of the Portland Evening School has representatives of many different countries including students who cannot read or write English, trades and business employees seeking aid or readjustment in their work, as well as college graduates. There are five distinct departments—Americanization and citizenship, elementary subjects, high school subjects, vocational training, and home economics—also an exceptionally fine oral English or discussion class dealing with timely topics.

Day adult Americanization classes are held in school buildings and in homes where several mothers of the neighborhood are brought together. The Social Service Bureau of the Americanization Department has developed into a relief and advisory organization dealing with economic, social, and educational problems of the non-English speaking residents as well as with matters of naturalization and immigration.

The free lending library is a most helpful feature of the Americanization Department. The books are simple in content. Many parents while reading to amuse the young children receive the drill in reading which they so much need.

A Unique Educational Opportunity for High School Graduates

Portland Junior College of Business Administration, Incorporated, was organized two years ago to help solve the problem of numbers of high school graduates who could not find employment or afford to go away to college. While this institution is not a part of the public school system, it is made possible through the co-operation of local educators and prominent citizens, and representatives from the different colleges of the state, all of whom act as directors. The dean of the School of Business Administration, Boston University, is also one of the directors and acts as dean of the Portland Junior College of Business Administration, Incorporated. He and members of his faculty regularly visit the school and supervise the work. The classes are held in the splendid building of the Portland Y. M. C. A. There is a two-year program of study identical with that given in the Boston University, School of Business Administration, to which qualifying students are admitted for the third or junior year. Already over two hundred qualified graduates of the high schools of Portland and vicinity have taken advantage of this opportunity.

Professional Growth of Teachers

Portland teachers are keeping abreast of the times, professionally, in several of the following ways.

1. Membership and participation in activities of national and local educational organizations.

2. Attendance at educational conferences including the meetings of the Portland Teachers' Association.

3. Professional reading. The Portland School Board maintains an excellent professional library of educational books and magazines.

4. Service on course of study committees.

5. Visits to other school systems.

6. Summer school study (grant of professional increase in annual salary for approved summer work).*

7. Travel and study (one full year or one semester through leave of absence on half pay).*

Publicity

The city of Portland has three excellent daily papers, one Sunday edition, and the most powerful broadcasting station in the state. One of the papers gives an entire page, one day each week, to each of the high schools. All material in these pages is composed and edited by the students themselves under excellent teacher supervision. Each paper gives space, daily, to news accounts of outstanding interest in any of the schools. Feature articles describing various phases of school work appear frequently. Certain school contests and projects are sponsored by the papers.

Fourteen educational programs, each fifteen minutes in length and under the direction of the Portland Teachers' Association, were broadcast last year over the local station, WCSH. Time on the air was generously donated by the owner of the station. The programs were varied in form, consisting

(Continued on Page 86)

*Provision for financial assistance is at present temporarily suspended.

Book Reviews

Tongue and Pen

ENGLISH IN DAILY USE. Books I and II. By May Kitrick, Western Reserve University, Cleveland, Ohio, and Marietta Hyde West. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

"English in Daily Use" should do much to tear down the wall which has stood for years between the formal study of English and its application in everyday speech and writing.

The work is carefully organized and graded. Assignments and directions for the high school student are so definite as to afford relief to the teacher harassed with large classes. The work progresses by units and covers a wide field with remarkable thoroughness.

• •

This Union of States

FORM AND FUNCTIONS OF AMERICAN GOVERNMENT. By Thomas Harrison Reed, Professor of Political Science, University of Michigan. Yonkers-on-Hudson, New York: World Book Company.

This Second Revised Edition brings a highly serviceable and noteworthy text for high school classes down to date and thus enhances its present usefulness.

The book presents a basic understanding of our system of government, national, state, and municipal. Description is thrown against a background of history—the American system is seen developing and changing perhaps more rapidly today than at any other period since its beginnings.

Attractively illustrated and clearly written, this work should continue to grip the student and make his country and its common problems deeply interesting. Anything that aids the young person to understand the framework and activities of our Republic and its constituent parts, can hardly fail to increase loyalty or to awaken the desire to preserve the spirit of our institutions.

• •

Extended Personality

PERSONALITY AND THE FAMILY. By Hornell Hart and Ella B. Hart. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

It is refreshing to discover so scientific and at the same time so wholesome and so helpful a treatment of the manifold problems growing out of family relationships. Through the availability of Dr. Hart's new and comprehensive text great value and dignity should be added to many of those courses on marriage and the home which have already sprung up in two score or more of American colleges.

First of all, the book is interestingly written. Its pages fairly bristle with sentences which command attention and respect.

Beginning with the dynamics of family life, the work proceeds through consideration of many practical problems—such as the choosing of a mate, the requirements for a successful marriage, the marriage relationship, parent and child, and similarly useful topics.

Dr. Hart abounds in wise counsel without being in the least dogmatic. He sounds a spiritual note, but never does this to the neglect of biology, psychology or any other science which needs to be consulted. "Personality and the Family" is a text which education has been waiting for.

• •

Tests at Work

TESTING AND THE USES OF TEST RESULTS. By E. A. Lincoln, Graduate School, Harvard University, and L. L. Workman, State Teachers College, Framingham, Mass. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Now that the initial furore over tests and measurements has given way to a more sober appraisal of their values, the time is indeed ripe for a comprehensive handbook such as E. A. Lincoln and L. L. Workman have prepared on "Testing and the Uses of Test Results." From it either the novice, faced with a bewildering array of standard tests which he knows not how to choose from or apply, or the veteran test enthusiast may find invaluable suggestion as to what experience has shown to be the best means of capitalizing these modern devices.

Nor are the various standard tests merely alluded to in the abstract. The book supplies concrete reference to a multitude of tests by name, and is generous in its indexing and listing of both tests and publishers. If you want to know all about tests that can be condensed into a volume 320 pages—if you would be posted to the last minute on this subject—read this book. After you have done so, you will be better able to utilize tests for educational purposes; or, if you frankly dislike them and think they have been sadly overrated, you will be armed with accurate data upon which to base your attack.

• •

Oral Reading

HOW TO READ ALOUD. By H. H. Fuller and Andrew Thomas Weaver, Chairman of the Department of Speech, University of Wisconsin. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett & Company.

The writers of this attractive little volume opened the gateway of appreciation by discussing the essentials of reading aloud and by providing a wealth of illustrative selections.

Literature which otherwise falls flat at the threshold of the pupil's mind, may gain entrance and a welcome when introduced by interpretive oral reading —first from the lips of a teacher, later through his own efforts at complete reception.

Such matters as the setting of a piece of literature, the coloring, the voice and memorization are emphasized in this stimulating book, "How to Read Aloud." There can be no doubt that those schoolrooms and those family circles in which the reading aloud of well selected prose and poetry has been a consistent habit, have contributed endless riches to those sharing the experience. The modern swing to reading for comprehension may have been a needful reaction from the false notion that singsong parroting was the whole of reading. Now, however, a return to oral reading, with a more enlightened purpose, seems to be a happy homecoming.

• •

For Teachers of English

ON THE TEACHING OF HIGH SCHOOL ENGLISH. By Emma Glaser. New York, London: D. Appleton-Century Company.

No day-by-day guide to the classroom teacher is offered in this treatise "On the Teaching of Junior High School English," but rather a more thorough understanding of the task, its opportunities, and how these may be met with maximum benefit to the growing adolescent.

English is viewed by the author as a natural expression of life itself. The book contains many suggestions on the vitalizing of instruction.

Procedures which the author has found effective in her own experience and in that of other dynamic teachers are set forth with an earnestness born of a deep conviction. Younger or older teachers of English might easily catch Miss Glaser's fine enthusiasm and something of her knack of applying English to the leading out of boys and girls into fuller living.

The News Digest
OF EDUCATION

Would Change 'Exams'

Purpose to Find "Inspired Teacher"

NEW YORK.—A revision of the examination system for high school teaching licenses to permit examiners to find "the inspired teacher" as against the teacher with only "a fact-absorbing brain" is urged in an article by B. Barnett Newman, former teacher, now editor of The Answer, civil service magazine. The present "complicated" examination system, in Mr. Newman's opinion, tends to eliminate "the strong, vital, born teacher" and operates against the merit system. He presents a five-point plan for revision of the present system.

Refuses Pay

Professor Returns His Salary Checks

DELAWARE, O. — Dr. Rollin H. Walker, seventy-year-old professor of English Bible at Ohio Wesleyan University, leaving after thirty-six years on the faculty, has not accepted a salary in years. He has even paid the salaries of his assistants from time to time. Now he has reached the age of retirement set up by the board of trustees. Dr. Walker says there's nothing remarkable in refusing to accept his salary. "The fact that I have done this isn't news," he insists. "This is my golf, my country club, my automobile." A "modest" private income, he says, has enabled him to hand back his salary check all these years.

Twang Vanishing

New England Accent Losing Individuality

PROVIDENCE, R. I. — The New England accent and idiom is losing its individuality, Dr. Hans Kurath, of Brown University, asserted recently. "The schools, the theatre, the newspapers, the radio and other factors are blotting out colorful expressions and local pronunciations so that New England is rapidly approaching uniformity in speech," he said. "These influences," he added, "know no geographical boundaries, and in the end New England will in all probability succumb to them." Even the famed Boston accent is on the wane, Dr. Kurath found. Bostonians are no longer spreading such pronunciations as the broad "A". Such characteristics of bygone years are still common along the New England coast, he said, but the outside influences are felt in central and western New England.

Urges New Teacher Training; Would Unite Existing Methods

CAMBRIDGE, Mass.—Complete reorganization of Harvard University's methods of training secondary school teachers and the establishment of a new degree for students completing the proposed program was urged by Dr. James B. Conant, president of the university, in his annual report.

Under the present plan, according to Dr. Conant, a prospective teacher is offered the choice of gaining a thorough knowledge of the field in which he is to instruct or of learning the theories of education and testing them in practical application. Since either choice is weakened by the lack of knowledge afforded in the other, Dr. Conant advocates a new method of training which will combine the best features of both present plans.

"Clearly," he said, "the importance of secondary school teaching can hardly be overestimated. It was never more urgent to attract able young people into this type of work and provide a careful and thorough training for those who are to educate the boys and girls of the future."

"It would seem to be proper," he continued, "to have the departments of the faculty of arts and sciences set the standards and examine the candidate's knowledge of the subject matter which he proposes to teach and to have the faculty of education have charge of the study of educational material and of apprentice teaching. A committee is now at work studying this whole problem, and I have hopes that, in spite of the many difficulties which must be encountered, a solution along these general lines may be reached during the year. If such a solution can be found, a new degree will be established for those who propose to enter secondary school teaching."

Book Show

Many Rare Volumes In Library Exhibit

NEWARK, N. J. — The little red schoolhouse and the generations of American children who studied in it are recalled in a current exhibition of old American school books, prints of early school scenes and other schoolroom accessories at the Newark Public Library. More than 700 volumes, some of them of great rarity, dating from the early eighteenth century up to the present, have been loaned for the exhibit by 150 individuals and institutions in all parts of the country. Bearing the sprawling signatures and the scribblings of the boys and girls who carried them to school in other days and illustrated with quaintly amusing woodcuts, these old textbooks carry with them a world of associations. Several of the most famous and widely read volumes ever published in this country hold places of honor. These are The New England Primer, Noah Webster's Blueback Speller, and the celebrated McGuffey's Eclectic Readers.

Change of Time

"Our American Schools" Broadcast Now 7.45 P. M.

WASHINGTON. — "Our American Schools" which has been broadcast since last September on the WEAF network of the National Broadcasting Company every Wednesday evening at 7.30 p. m. Eastern Standard time, is now on the air the same day at 7:45 p. m. The change places "Our American Schools" at a more favorable position on the time schedule. New stations which will be made available to "Our American Schools" will extend the audience, particularly in the West and South. The Saturday morning program will continue as usual at 11:00 a. m. Eastern Standard time, under the direction of Florence Hale.

Hutchins Says Hysterical Rule Creates Reds; Oath Law "Insult"

CHICAGO. — Dr. Robert Maynard Hutchins, president of the University of Chicago, in a recent address, struck hard at what he believed to be the fallacies in the American educational system.

The greatest danger to education, he asserted, lay in the attempt, under the guise of patriotism, to suppress freedom of teaching, inquiry and discussion. Most of the student reds, he held, had been "manufactured by the hysterical regulations of the institutions in which they were enrolled."

Moreover, he said, the teaching profession had been given the "insult" in a dozen states by being forced to take an oath supporting the Constitution. Teachers' oath laws are "silly," he said.

"If," he continued, "you argue that we must insure the patriotism of those who are in charge of the very young, I will agree. But let us be thorough about it. Let us begin with the parents. Let us require them to take an oath to support the Constitution."

Dr. Hutchins maintained that there is "nothing rational about the present excitement about radicalism in the schools," characterizing it as an "hysterical reaction to the depression."

"Salaries, security, and freedom," Dr. Hutchins said, "will not give us a good educational system. But we can never make one without them. They are the indispensable prerequisites to the development of American education."

Staff Changes

New Appointments In Mass. Department

BOSTON.—Without advance notice, two prominent and long-term supervisors on the staff of the Massachusetts state department of education were dismissed from the service recently by James G. Reardon, newly appointed commissioner of education. Those ousted were Arthur B. Lord, of Melrose, fifty-three-year-old educator, who has been in the department for thirteen years as supervisor of special schools and classes and supervisor of research and statistics, and Burr F. Jones, of Cambridge, who has been supervisor of elementary education for nineteen years. Reardon's new appointees are William J. O'Keefe, of Randolph, assistant dean and professor of law at Boston College law school, who succeeds Lord, and Mrs. Florence I. Gay, of Falmouth, where she was general supervisor of elementary schools, who succeeds Jones. Reardon had previously ousted Harry E. Gardner, another supervisor, and had given notice of removal to Jerome Burtt, who subsequently resigned to accept an appointment as superintendent of schools at Fitchburg. Alexander Brin, Boston publisher, and P. A. O'Connell, Boston merchant, were named by Governor Curley to the education department's advisory board, from which three prominent men had resigned in protest over changes in the department.

Fix Books

Okmulgee Project To Repair 6,000 Volumes

OKMULGEE, Okla. — Approval has been given by the federal government for the WPA project to repair, rebind and index 6,000 of the schools library books. The work will be in charge of Mrs. Hensley, who will be supervisor for the project with headquarters in east basement of the junior college. Under this plan books will be taken from one school at a time until all the books of the city school libraries have been put in first-class condition. The first books were taken from Franklin School.

Dr. A. S. Baylor

WASHINGTON. — Dr. Adelaide Steele Baylor, former chief of the Division of Vocational Home Economics of the Federal Office of Education, died here recently. Miss Baylor was born in Wabash, Indiana, where she received her elementary and high school training. She began her collegiate training at the University of Michigan, completed her work for the bachelor of philosophy degree at the University of Chicago. In 1918 she was called to Washington to serve as Federal agent for home economics. Five years later she was made chief of the Home Economics Education Service. She retired from active service October 15, 1935.

Anti-Regimentation

Group Organizes To Fight Oppression

BOSTON. — The Massachusetts Society for Freedom in Teaching, organized here recently, has begun its crusade against "the increasing demand for regimentation." Terming the teachers' oath bill the entering wedge on political pressure on the teaching profession, the society listed among its aims: "To guard the professional interests of teachers in legislation and to dissuade political bodies from imposing special burdens, exactions and indignities on the teaching profession, or making detailed regulations of processes and programs that interfere with the true function of teaching." A representative council of seven was named from educators from twenty-four colleges, universities, preparatory schools and public schools at the first meeting. Those selected comprise Professor K. Mather, of Harvard, one of the leading foes of the oath law; John D. Connors, New Bedford High School; Professor Harold U. Faulkner, of Smith College; Professor H. R. Mussey, of Wellesley College; Oliver A. Peterson, of the Workers' Educational Council; Walter A. Sidney, of the Lawrence High School, and Professor Samuel E. Morison, Harvard historian.

Marital News

Graduates Avoid Rocks of Discord

BALTIMORE, Md. — Contrary to popular belief graduates of women's colleges marry and stay married, according to a statement of Dr. David A. Robertson, president of Goucher College. The newly published Alumnae Directory of that institution lists 4,579 graduates since 1892. Of the total number 3.82 per cent have died, 53.11 per cent have married and only .93 per cent have been divorced. "The very low percentage of divorce seems to mean that Goucher women have learned to get on with other people," said President Robertson. "The curriculum which includes biology, physiology and hygiene, psychology, and, in sociology, the first course in 'The Family' offered in an American college, has helped Goucher women to understand themselves and their relations with other people."

Criminology Course

University Starts New Study

SEATTLE, Wash. — Co-operating with city authorities, Dr. Lee Paul Sieg, president of the University of Washington, has announced courses in applied criminology starting next Fall. The program was worked out with the assistance of August Vollmer, former chief of the Berkeley (Calif.) police force, and is regarded as highly scientific in its methods. "It is the first venture of the kind in the country," Mr. Vollmer said. The announcement comes within two months of the breaking up of a so-called "bluecoat burglary ring" here, in which seven policemen were arrested.

National Visual Aids Survey Will Furnish Pertinent Data

WASHINGTON.—How are visual aids and motion pictures used in America's elementary and high schools? What difficulties arise in connection with their use? How many national agencies assist in extending and improving the use of visual aids in education?

Answers to these and similar questions will soon be supplied by more than 20,000 superintendents of schools throughout the United States, as part of the most exhaustive survey ever made of visual aids in education in this country. The survey is being made by the Office of Education and will be financed in part by the American Council on Education.

Pertinent data compiled in this nationwide study of motion pictures and other visual aids used in the public schools will be published by the Office of Education and will be available to teachers, school administrators, and other groups interested in visual education.

Dr. Cline M. Koon, United States Office of Education Senior Specialist in Radio and Visual Education, who will direct the national visual aids survey, said: "We hope to gain a most comprehensive picture of the status of this very important field, and urge, therefore, the co-operation of interested persons in this national educational undertaking."

Master Teacher

Best Agricultural Instructor in State

RALEIGH, N. C.—North Carolina's "master agricultural teacher" for 1934-35 has been selected. He is E. L. Dillingham, of Polkville High School, Cleveland County. The selection was made by Roy H. Thomas, state supervisor of agricultural teachers, from a list of 250. The master teacher award is the highest honor that can come to an agricultural teacher in this State. Mr. Dillingham is a graduate of the State College of Agriculture at Raleigh. He has done outstanding work with the Polkville Chapter of Young Tar Heel Farmers, the North Carolina branch of the Future Farmers of America, and three of his students have represented this State in judging contests at the National Livestock Show at Kansas City.

Annual Meeting

Municipal Group Off to St. Louis

ST. LOUIS, Mo.—Annual meeting of the Municipal Normal School and Teachers' College Association will be held February 22 in Jefferson Hotel here. Among the speakers who will be present are Edgar C. Higbie, president Wilson Teachers College, Washington, D. C.; Dana C. Eckert, president, Henry Clay Frick Teachers College, Pittsburgh, Pa.; George W. Diemer, president, Kansas City Teachers College; and W. E. Lessenger, dean, Detroit Teachers College. The day's program opens with breakfast for officers followed by a business meeting.

Sally has part in health show

WITH tarlatan wings and fairy costume, Sally shows magic connection between Good Health and Good Teeth. Four factors that help children have good teeth are: Right Food, Personal Care, Dentist's Care and plenty of Chewing Exercise. There's a reason, a time and a place for Chewing Gum.

Forward Looking manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. *The National Association of Chewing Gum Manufacturers.*

Among the Schools

Amendment

St. Louis Tightens Rules on Collections

ST. LOUIS, Mo. — An important amendment to existing rules of the local Board of Education was made at a recent meeting of the board. It reads as follows: "No authorization shall be given to the schools to distribute any kind of printed matter, take up collections, give out the names of pupils enrolled in the school, or to aid in any movement or cause not constituting a part of the educational program, nor shall any solicitation of teachers or pupils be permitted in or through the schools for donations, subscriptions, or pledges of any kind; provided, however, that the Board of Education may, by a two-thirds vote of its members, set aside the operation of this Rule in so far as it applies to the particular case before it."

Map Makers

High School Pupils Help With Project

PORTLAND, Ore.—Maps for the Resettlement Administration, showing the present use of every acre of rural land, location of every farm house and route of every public improvement, are being made by high school boys in Lewis County, Wash., enrolled in agriculture classes. Other Washington counties are following the lead. The boys of Lewis County are pioneers in the "present land use" survey. Lewis County is the first county in Washington to undertake the work and Washington is the first State in the union to begin the surveys.

Construction

Corona Has $60,000 WPA School Project

CORONA, Calif. — The construction and partial equipment of the addition to the junior high school here, a project amounting to $60,000, has received approval of WPA authorities and with work now underway it is estimated that the project will be completed next June. The new building will be erected on the northeast corner of the junior high school grounds and will connect directly with the main and with the manual arts buildings. The architecture is to be in keeping with the present structures, the plans having been drawn by G. Stanley Wilson, consulting architect of Riverside, who has designed all of Corona's school buildings.

Unique Map

Five-year Project Completed Successfully

HOLLISTER, Calif. — Unique and historical, a map of the United States, which was started five years ago under the supervision of Mrs. Eva M. Camp, school supervisor of San Benito county, was recently completed. Each state of the map is cleverly arranged and carved from wood obtained from every state in the Union, many of the woods proving of historical interest. Work of making the map was started five years ago by the pupils of the Plymouth Elementary School in Amador county, when Mrs. Camp was supervisor of the Amador county schools. When she left that section only two or three states remained to be finished, and when completed the pupils sent her a picture of the map and a letter of thanks for her efforts in the success of the project.

Talks in Demand

Teachers Promote Popular Lectures

MAPLEWOOD, N. J.—Amid all the rival lures of theatre, opera, concerts, and movies in the South Orange-Maplewood district teachers here have acted as amateur promotors and have conducted sold-out public lecture series in a high school. The venture started in the Fall of 1934 as a labor of love on the part of the Teachers Association in an effort to give its own members and parents a better background for discussing current world events with children. In the first series, in which well-known authorities dealt with the international situation, every one of the 1,200 auditorium seats was sold from the start. The association more than covered expenses and devoted its slight profit to educational purposes. This year's series has been devoted by popular request to various aspects of the world today — economics, science, literature and government.

Warned

Must Salute Flag Or be Dismissed

LYNN, Mass.—Miss Cora M. Foster, teacher in the Shepard School here, has until March 10 to salute the American flag or face dismissal from the service as the result of a vote of the Lynn school committee. Miss Foster, who has been in the service more than forty years, has refused to salute the flag because she says she is a member of a religious sect that does not permit it. In the meantime she has the right to ask for a public hearing.

WHEN in NEW YORK
STOP AT THE
PRINCE GEORGE HOTEL
Near all large Department Stores.
Convenient to Transportation Lines and Theatres.
Write for Illustrated Booklet showing points of interest and road maps.
1000 ROOMS
EACH WITH BATH
RATES
FOR ONE from $2
FOR TWO from $3
Auto Entrance on E. 28th & E. 27th Sts.
ALBURN M. GUTTERSON, MGR.
FIFTH AVENUE at 28th STREET, N. Y.

FROM THE OLD
TO THE NEW EDUCATION
By W. A. BALDWIN

It has helped many an educator to change his way of thinking. Yet the revolution is comparatively painless. . . .

SINGLE COPIES, $1.25 POSTPAID
FIVE OR MORE, $1 EACH

NEW ENGLAND PUBLISHING COMPANY
SIX PARK STREET, BOSTON

Remembrance

Teacher Gives Pupils Life-Sized Silhouettes

MANCHESTER, N. H. — Of the numerous teachers in the schools throughout the city who remembered their little charges at Christmas time, it remained for Miss Alice E. Walsh, teacher of the first-grade at the Pearl Street School to do the unusual. Life-sized silhouettes, a remarkable resemblance in each instance, cut out and artistically mounted by Miss Walsh after many hours of labor outside the classroom, were presented the thirty-one members of the class. In previous years Miss Walsh had presented her pupils camera pictures of themselves.

B. D. Billinghurst

RENO, Nev.—B. D. Billinghurst, superintendent of Reno schools for the past twenty-seven years, and one of the best known educators in the West, died here recently. A native of McArthur, Ohio, he was sixty-six years old at the time he passed on. Under the administration of Superintendent Billinghurst, Reno's schools have advanced to a high point of efficiency and attained national recognition.

Nazi Ritual

Morning Prayers Out in Some German Schools

BERLIN. — The German Youth Organization's News Service reported recently that the regular morning prayers in the schools at Stargard, Pomerania, had been replaced by a Hitler Youth ceremony stressing Nazi ideals. The higher schools in Treuenbrietzen, Prussia, also have replaced morning prayers with a Nazi ritual.

THE PALMER METHOD RITE-HOLD FOUNTAIN PEN

• Designed to induce correct penholding, and with a nib unexcelled for swift, effortless writing, the Palmer Method Rite-Hold fountain pen is proving increasingly popular among teachers and students. The patented double groove, the leak-proof cap and feed, and the 14-karat gold nib combine to produce perfect performance. The Rite-Hold fountain pen is available in three handsome colors—black-and-gold, onyx, and carnelian, at $2.75 postpaid. The Palmer Method guarantee of replacement or refund if the pen does not please you protects you in buying by mail. Send for yours today!

THE A. N. PALMER COMPANY

55 Fifth Avenue, New York, N. Y.

How do YOU Pronounce them?

A prominent educator writes: "This book is great for deflating one's ego." Merely a story to be read aloud. Contains over 500 words that may trip almost any one. Each page followed by a key. New edition with index.

Postpaid, 50 cents
Five or more, 45c each
Send today for

"You Don't Say--Or Do You?"

By F. F. TILDEN

JOURNAL OF EDUCATION
BOOK SERVICE
6 PARK STREET, BOSTON, MASS.

ROCKY MT TEACHERS AGENCY
410 U.S. NAT BANK BLDG DENVER, COLO

WM. RUFFER, Ph. D.,
Manager

Largest Teachers' Agency in the West. Est. 1906. Unexcelled Service. Copyright Booklet, "How to Apply, etc." free to members, 50c to non-members.

Meet These Contributors

IRL H. DULEBOHN (*"Some Things I Wish My Teachers Wouldn't Do,"* page 70) is a graduate of Emporia (Kansas) Teachers' College; he received his A. B. degree from the University of Chicago. He has been superintendent of Bessemer Township Schools, Ramsay, Michigan, since 1925. One of his specialties is trying to popularize to some extent educational theory.

L. J. HAUSER (*"We Shift To New Report Cards,"* page 68) has had eight years of experience as superintendent of schools in Minnesota; he was assistant professor of education at Gettysburg College, Gettysburg, Pennsylvania, for two years, and has been superintendent of schools at Riverside, Illinois, for the past five years.

WILLIAM A. McKEEVER, (*"A Revised 'Seven Ages',"* page 72), Oklahoma City, Oklahoma, is one of the most progressive psychologists. He is the creator of a School of Maturates, the purpose of which is the rejuvenation of the body, mind, and spirit of men and women over seventy years old. His regular class enrollment is 950.

WILLIAM BLAKE JACK (*"Portland, Maine,"* page 75) is now in his fifteenth year as superintendent of schools in Maine's largest city. He is, in fact, a native of that city, a product of its schools, who has put in most of his career as an appreciated public servant and educational leader in his home town. A graduate of Colby College, holding also an honorary degree from that institution, he has studied at Columbia University and found opportunities for pursuit of his hobby—travel. Superintendent Jack is prominently connected with various civic organizations, but keeps his administrative job uppermost in mind and heart and deed. He was promoted to his present position from the principalship of Portland High School in 1921. A broadening episode was his term as secretary to the United States Consul at Budapest, Hungary, soon after graduation from college.

Make your "Card Catalogue" alive with *Wilson-Way* Photos.

Wilson-Way School Photography, Cambridge, Mass.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Lyons & Carnahan, New York

The Macmillan Co., New York

McGraw-Hill Book Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Row, Peterson and Co., Evanston, Ill.

Benj. H. Sanborn & Co., Chicago.

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

THE A. N. PALMER COMPANY
New York-Chicago-Portland, Ore.

Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
Handwriting Awards and Incentives.

Jewelry

L. G. BALFOUR COMPANY
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Portland, Maine

(Continued from Page 79)

of interviews, sketches, music (school bands, orchestras, and choral groups), and discussions. Pupils, teachers, principals, and school board members took part. The favorable publicity condition which the schools of the city enjoy, through the newspapers and radio, has done much to develop a wide and generous interest in education.

Community Interest in the Schools

Community interest in the schools of Portland has always been very marked. In the early days of the founding of Portland, the chronicle reads: "As early as possible, attention was bestowed upon education."

Today, besides the press and the radio, real and tangible interest is taken in the schools and their various activities by alumni associations, parent-teachers' associations, chamber of commerce, service clubs, women's clubs, welfare organizations, medical associations, veterans' organizations and their affiliated bodies, Red Cross, Maine Automobile Association, Camp Fire Girls, Boy and Girl Scouts, and others, as well as by interested private citizens. The organizations and individuals act as sponsors of various clubs and contests, cooperate in professional meetings, entertainments, exhibits and sports, help in the vocational guidance program, and contribute funds for library books and schoolroom decorations, and for college and school scholarships and prizes. Several substantial bequests, too, have been left the school department for library books, art collections, scholarships, free care in convalescent home for teachers who are ill, and financial aid for teachers in need.

DIRECTORY OF TEACHERS' AGENCIES

THE GRACE M. ABBOTT TEACHERS' AGENCY

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

Member National Association Teachers' Agencies

AMERICAN AND FOREIGN TEACHERS' AGENCY

19 West 44th Street, New York

Recommends instructors, teachers, tutors and governesses for colleges, schools and families. Careful selection for individual needs.

MISS AGNES HOOKER MISS NELLIE R. TALBOT

Successors to Mrs. M. J. Young-Fulton

THE CARY TEACHERS' AGENCY

Our methods conform to the highest standards of placement work

49 PEARL ST., HARTFORD, CONN. | CLAPP BUILDING, PORTLAND, MAINE | 14 BEACON ST., BOSTON, MASS.

THE FICKETT TEACHERS' AGENCY

EDWARD W. FICKETT, Prop. Tel Laf. 4756

N. A. T. A. Member

8 BEACON STREET, BOSTON

Established 1885

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.; New York, 70 Fifth Ave.; Syracuse, N. Y., 139 Fage Ave.; Philadelphia, Walnut and Juniper Sts.; Portland, Ore., 409 Journal Bldg.

Send for circular and registration form free

ALBERT TEACHERS AGENCY

25 E. Jackson Blvd., Chicago, Ill.

50th Year — The well prepared and successful teacher is earnestly sought by our many clients for College, Teachers' College, Public and Private School work. Write for folder. Chicago Agency member NATA.

Correspondent Agencies:
E. T. Duffield, 535 5th Ave., N. Y.
Alta B. Collier, Inc., Hyde Bldg., Spokane

KELLOGG'S TEACHERS' AGENCY

Established 1889

31 Union Square, New York, N. Y.

(Broadway at 16th Street)

B. F. Mannion, Miss M. B. Gosman, Managers

Telephone Algonquin 4-1756

We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.

Member National Association of Teachers' Agencies

The TEACHERS EXCHANGE

OF BOSTON — 6 PARK ST.

Recommends Teachers, Tutors and Schools.

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager

6 Beacon St. . . . Boston, Mass.

Long Distance Telephones: Office and Residence

PROMPT! COURTEOUS! FAIR!

Member National Association of Teachers' Agencies

This space available for Teachers Agency Announcement

Grins Between Grinds

Poorly Timed

Two brokers went to the seaside for a holiday. Only one could swim, and when they went bathing together the non-swimmer got into difficulties.

His friend went to his assistance and supported him as long as he could.

"Sam," he said at last, "do you think you could float alone?"

"Float a loan," spluttered his friend. "Is this a time to talk of business?"

• •

Light of Logic

Sambo had joined a debating society, and the day after his first meeting he was being questioned by friends.

"What was de subject of de debate, Sambo?"

"De subject were 'What is de most benefit to mankind, de sun or de moon?' " replied Sambo.

"And which side did you take?"

"De moon's," said Sambo. "I argued dat de sun shines by day when we doan' need de light, but de moon shines by night, when dat light mos' certainly am needed. An' dey couldn't answer dat, sah!"

• •

Knew Without Looking

After telling his fair patient to put out her tongue the doctor continued writing out the prescription. When he had finished he turned to his patient and said: "There, that will do."

"But, Doctor," protested the lady, "you never even looked at my tongue."

"No," replied the M. D., "I just wanted you to keep quiet while I wrote the prescription."

• •

"H" as in "Happy"

"What a big family you have, Mrs. Jones," said the visitor.

"Yes'm. And the funny thing is that all the names begin with a haitch. There's 'Orace, 'Erbert, 'Enry, 'Ugh, 'Ubert, 'Arold, 'Arriet, and 'Etty—all except the last one, and we 'ad 'er named Halice."

Statuesque

"What are those queer-looking statues over there?" asked the visitor to the city.

"Those aren't statues," said the American. "They are workmen busy on one of the new government jobs."

• •

An Egotist

"Papa, what is an egotist?"

"An egotist, my boy, is a man who tells you those things about himself which you intended to tell him about yourself!"

• •

Then Trees Were Trees

A governess was strolling through an estate, accompanied by the young son of the owner. The boy carelessly broke off the branch of a tree, and the governess reproved him, saying: "What would your father say if he knew you broke off that branch?"

The boy replied quickly: "Oh, he'd say trees are not so well made now as they were before the war."